

CHAPTER III

RESEARCH METHODOLOGY

This chapter explains the research design, research subject, data collection, research instrument, and data analysis.

3.1 Research Design

Selecting an appropriate research design is an important step in conducting a research project. According to Ary (2010), research design is the researchers' plan of how to proceed to gain an understanding of some group or some phenomenon in its natural setting. Furthermore, the two broad research methodologies in education are quantitative and qualitative. Ary (2010) also states quantitative research deals with questions of relationship, cause and effect, or status that a researcher can answer by gathering and statistically analyzing numeric data. Meanwhile, qualitative research focuses on understanding social phenomenon and providing rich verbal descriptions of setting, situations, and participants.

In line with the definition above, this research used the descriptive qualitative design because it was intended to know the types of code switching used by the teacher and to describe the factors that made the English teacher used code switching in teaching English at SMP Muhammadiyah 1 Malang.

3.2 Research Subject

This study was conducted in SMP Muhammadiyah 1 Malang, located on Jl. Brigjend Slamet Riyadi No. 134, Oro-oro Dowo, Klojen, Malang, East Java. The subject of this study was a 29 years old English teacher who had completed his bachelor degree in State University of Malang. In addition, he has been teaching English since 2015 at SMP Muhammadiyah 1 Malang.

3.3 Data Collection

In this study, the writer used observation and interview to collect the data. The steps of data collection were as follows:

1. Observing the course activities. In this step, the researcher applied the non-participant observation. She joined the class passively and recorded all data about code switching used by the teacher in teaching English Class
2. Conducting the interview to the subject of research in order to gain the data by using unstructured interview.

3.4 Research Instrument

The instruments which were used to obtain information and collect the data of the research were, observation and interview.

3.4.1 Observation

Ary (2010) states that there are two types of observations, they are participant and non-participant observation. In participant observation, the observer actively participates in any part of the situation. In non-participant observation, the researcher observed without participating or taking any active part in the situation. Furthermore, Ary (2010) also claims that field notes are the instruments used to collect data during the observation.

In this study, the researcher employed non-participant observation. The purpose was to obtain natural situation and more valid data. The researcher focused on collecting data and information from English Class by joining the class passively. The researcher sat in the back row and observed the teaching process. The researcher wrote down code switching used by the teacher and the student's responses toward the use of code switching.

3.4.1 Interview

Ary (2010) defines that interview is one of basic methods and the most widely used for obtaining data in qualitative research. Interview is used to gather data from people about opinions, beliefs, and feelings about situations in their own words. They are used to help understand the experiences people got.

There are three types of interviews in qualitative research, they are: structured, less structure, and unstructured interviews (Ary, 2010). A structured interview is interview that contains specific questions in a fixed order to be asked to all respondents. In this type, the researcher had determined the questions, so that the data from this technique could be easily classified and analyzed. In less structured interview, some questions are more conversational and the interviewer has more freedom to arrange the order of question. The interviewer can develop the questions when the interview occurs. While un-structured interview is less formal, it means that the questions arise from the situation. The interview is not planned ahead of time, the researcher asks question as the opportunity arises and then listens closely and uses the subject responses to decide on the next question.

In this research, the researcher used un-structured interview. This was because the researcher wanted more flexibility in the interview process, so that the researcher could follow up the related topics that might arise during the interview process. In the interview process, the researcher gave several questions related to the topic of this research; such as the teacher's opinion of using code switching in teaching English class, the advantages of using code switching, and the reasons of using code switching.

3.5 Data Analysis

Data analysis was an important step in this research since this process made the researcher obtained the answers of the research questions. After collecting the data, the researcher analyzed the data. The steps were as follows:

1. Classifying the data based on the types of code switching used by the teacher in teaching English at SMP Muhammadiyah 1 Malang

2. Reading and understanding all the data

This step was to obtain a general sense of the information and to reflect on its overall meaning.

3. Coding and classifying the data

The researcher started to classify the data one by one. Then the researcher classified the data based on types of code-switching and also looked for the reasons of using it.

4. Making an interpretation or meaning of the data

After the classification was done systematically, the researcher described the types of code-switching and the reasons of using it.

5. Describing all of the data based on observation and interview.

6. Drawing conclusions

The last step, the researcher made conclusion taken from the data interpretation. This conclusion was based on the research problems.